

VGLA COE Organizer

Mathematics 5

Place evidence that has been collected for submission behind the VGLA COE Organizer. Cardstock or colored paper may be used to assist in the organization of the COE.

5.1 The student will		
a)		read the place values of decimals through thousandths,
		write the place values of decimals through thousandths, and
		identify the place values of decimals through thousandths;
b)		round decimal numbers to the nearest tenth or hundredth; and
c)		compare the values of two decimals through thousandths, using the symbols $>$, $<$, or $=$.

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5.2 The student will		
a)		recognize and name commonly used fractions in their equivalent decimal form and vice versa
		halves,
		fourths,
		fifths,
		eighths, and
		tenths; and
b)		order a given set of fractions and decimals from least to greatest. Fractions will include like and unlike denominators limited to 12 or less, and mixed numbers.

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Mathematics 5

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5.3 The student will create and solve problems involving addition, subtraction, multiplication, and division of whole numbers, using		
		paper and pencil,
		estimation,
		mental computation, and
		calculators.

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5.4 The student will find the sum, difference, and product of two numbers expressed as decimals through thousandths, using an appropriate method of calculation, including		
		paper and pencil,
		estimation,
		mental computation, and
		calculators.

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5.5 The student, given a dividend of four digits or fewer and a divisor of two digits or fewer, will		
		find the quotient and remainder.

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5.6 The student, given a dividend expressed as a decimal through thousandths and a single-digit divisor, will		
		find the quotient.

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Mathematics 5

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5.7 The student will	
	add and subtract with fractions and mixed numbers,
	with and without regrouping, and
	express answers in simplest form.
	<i>Problems will include like and unlike denominators limited to 12 or less.</i>

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5.8 Given the appropriate measures the student will <u>describe</u> and <u>determine</u> the		
		perimeter of a polygon,
		area of a square,
		area of a rectangle, and
		right triangle,.

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5.9 The student will identify and describe the		
		diameter of a circle,
		radius of a circle,
		chord of a circle, and
		circumference of a circle.

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5.10 The student will		
		differentiate between
		perimeter,
		area, and
		volume; and
		identify whether the application of the concept of perimeter, area, or volume is appropriate for a given situation.

VGLA COE Organizer

Mathematics 5

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5.11 The student will choose an appropriate measuring device and unit of measure to solve problems involving measurement of	
a)	length
	part of an inch (1/2, 1/4, and 1/8),
	inches,
	feet,
	yards,
	miles,
	millimeters,
	centimeters,
	meters, and kilometers;
b)	weight/mass
	ounces,
	pounds,
	tons,
	grams, and kilograms;
c)	liquid volume
	cups,
	pints,
	quarts,
	gallons,
	milliliters, and liters;
d)	area
	square units; and
e)	temperature
	Celsius units and
	Fahrenheit units.
	<i>Problems also will include estimating the conversion of Celsius and Fahrenheit units relative to familiar situations (water freezes at 0°C and 32°F, water boils at 100°C and 212°F, normal body temperature is about 37°C and 98.6°F).</i>

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5.12 The student will		
		determine an amount of elapsed time in hours and minutes within a 24-hour period.

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5.13 The student will	
	measure and draw
	right angles,
	acute angles,
	obtuse angles, and
	angles and triangles using appropriate tools.

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5.14 The student will classify		
		angles as right, acute, or obtuse. and
		triangles as right, acute, or obtuse.

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5.15 The student, using two-dimensional (plane) figures (square, rectangle, triangle, parallelogram, rhombus, kite, and trapezoid) will		
a)		recognize,
		identify,
		describe, and
		analyze their properties in order to develop definitions of these figure;
b)		identify and explore
		congruent,
		noncongruent, and
		similar figures;
c)		investigate and describe the results of
		combining shapes and
		subdividing shapes;
d)		identify a line of symmetry and
		describe a line of symmetry;
e)		recognize the images of figures resulting from geometric transformations such as translation (slide), reflection (flip), or rotation (turn).

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Mathematics 5

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5.16 The student will identify, compare, and analyze properties of three-dimensional (solid) geometric shapes		
		cylinder,
		cone,
		cube,
		square pyramid, and
		rectangular prism.

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5.17 The student will		
a)		solve problems involving the probability of a single event by using tree diagrams or by constructing a sample space representing all possible results;
b)		predict the probability of outcomes of simple experiments,
		representing it with fractions or decimals from 0 to 1, and
		test the prediction; and
c)		create a problem statement involving probability and based on information from a given problem situation. Students will not be required to solve the created problem statement.

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5.18 The student will, given a problem situation, collect, organize, and display a set of numerical data in a variety of forms, using		
		bar graphs to draw conclusions and make predictions,
		stem-and-leaf plots to draw conclusions and make predictions, and
		line graphs to draw conclusions and make predictions.

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5.19 The student will find the		
		mean of a set of data,
		median of a set of data,
		mode of a set of data, and
		range of a set of data.

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5.20 The student will analyze the structure of numerical and geometric patterns (how they change or grow) and express the relationship, using words, tables, graphs, or a mathematical sentence.		
		concrete materials and
		calculators will be used.

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5.21 The student will		
a)		investigate the concept of variable and describe the concept of variable;
b)		use a variable expression to represent a given verbal quantitative expression, involving one operation; and
c)		write an open sentence to represent a given mathematical relationship, using a variable.

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5.22 The student will		
		create a problem situation based on a given open sentence using a single variable.